

Inspection report for early years provision

Unique reference number	152475
Inspection date	30/07/2009
Inspector	Anne Mitchell
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder has been registered since 2001. She lives with her two children aged eight and five in the Muscliff area of Bournemouth. The whole of the home is registered for childminding, including an enclosed garden for outside play. All areas of the ground floor are fully accessible.

The childminder is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A maximum of five children may be cared for at any one time, including three children in the early years age group. There are currently eight children on roll, and of these, five are in the early years age group. The childminder is able to walk and drive to local schools and pre-schools to take and collect children. She takes children on outings to toddler groups, a local play park, shops and the library.

The childminder is a member of the National Childminding Association as well as being a member of the local childminding network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children's individual needs are very effectively met because the childminder knows each child exceptionally well. She knows their likes and dislikes, as well as their interests and capabilities.

There are successful systems in place to monitor and evaluate practice and taking into account the views of children and their families. Children are making excellent progress towards the early learning goals, given their starting points, and flourish in this caring environment.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to include parents' comments in children's developmental records.

The leadership and management of the early years provision

The systems to ensure children are safeguarded are very successful because the childminder has developed clear policies and procedures that are shared with parents from the outset. She has attended safeguarding training and is confident about how to protect children from harm and neglect. The childminder has recently developed new and secure systems to risk assess her premises as well as local outings, ensuring that children's safety is paramount and they are safe at all times in her care. A well written and comprehensive range of policies and procedures

reflects the high level of care and education the children receive. These are shared with parents from the outset. All required documentation is in place, is very well organised and held confidentially and securely.

The childminder demonstrates an excellent capacity to continually improve outcomes for children. She involves parents and children in her systems to monitor and assess the provision, through regular discussion. She liaises closely with her Network Co-ordinator and other childminders to continually develop her practice. The childminder accesses useful websites for new ideas and resources, and has made good progress in meeting the recommendations from the last inspection. She demonstrates a strong commitment to her professional and personal development through continued training. She has recently completed the local Healthy Early Years programme and has attended training in Fire Safety. Completion of the Ofsted Self Evaluation Form had helped the childminder identify areas for development and she has already made a good start in addressing these.

The childminder has a strong and effective partnership with parents and carers. She provides them with clear information about the setting, and together they regularly review their children's progress. Parents are obviously happy with the level of care and education their children receive recognising that the childminder provides 'a wide, fun range of activities including lots of outdoor exercise'. Parents state that children's experience of being in a 'positive and happy environment is helping them develop into confident and self assured children'. Parents are invited to add comments to their children's records, although informal comments about children's development at home are not always included.

The quality and standards of the early years provision

Children are extremely happy, settled and very much 'at home' in the childminder's care. The childminder immediately engages children as they arrive in the morning. They settle quickly, telling the childminder about what they have been doing at home. There is a high quality and broad range of resources for children of varying ages. These are very well organised so children can access them easily and safely at any time, providing them with clear and independent choices in their play. The childminder skilfully involves children in early maths activities, asking 'How many people are in your bus?' They count the people and reply 'Four!' The childminder's own children are very supportive of minded children, encouraging them to help construct a large model car and encourage them to take part. The childminder asks open ended questions to help children solve problems and think for themselves such as 'How can we get it to stand up on its own?' 'What shape connector do we need to fix this?'

A child sits with the childminder and they read a pirate story and the child chooses the props to make the story different each time. They enjoy high levels of interaction and the child participates with enthusiasm gaining more and more confidence, laughing as they choose a pig to go in the sky, or a fish to go on the pirate's head. In the garden the children play with 'moon sand' and one child makes two balls. He asks the childminder, 'I've made two balls, which one is the biggest?'

Children's interests and starting points are discussed with parents from the outset. The childminder demonstrates a secure knowledge and understanding of the areas of learning, and effectively promotes children's development through well planned play experiences. Children enjoy an excellent balance of adult planned and child initiated activities, both indoors and out, that fully promotes their all round development. Each child has their own journal to track their progress through the areas of learning, with brief observations and next steps for children's learning, illustrated with photos and including next steps for children's development. Children's records are shared with parents and other providers that children attend, to ensure children receive consistent care and that activities complement each other to promote children's learning and development.

Children learn about healthy lifestyles and keeping themselves safe, from a very early age. They clearly understand the importance of sun safety, and follow successful hygiene routines. Children enjoy healthy snacks, choosing from a range of fresh fruits and helping themselves to drinking water throughout the day. Children have excellent opportunities to enjoy fresh air and exercise, in the well resourced garden as well as on local outings to local parks and garden centres. Children are encouraged to be independent and this includes understanding potential risk factors. They understand the rules for road safety as they explore the local environment. In the garden they remind each other about playing safely on the sit and ride digger.

Children's behaviour is exemplary because the childminder and her children are excellent role models. A very positive behaviour management policy is shared with parents from the outset to provide consistency. The childminder and her family provide a warm and loving environment with appropriate challenges and interesting activities so children are never bored. She uses positive strategies to manage behaviour and is consistent in her approach. For example, good behaviour and children's achievements are praised and encouraged.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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